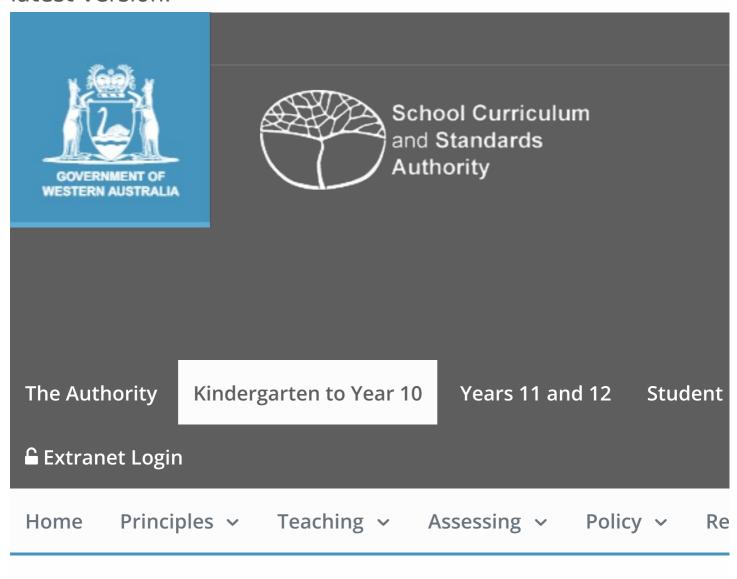
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Year 9 SyllabusTest

Download Curriculum as PDF

Year Level Description

Overview



Year 9 Syllak

Year Level Descri

The English curricul literature and litera integrate all three s knowledge, understand creating. Learn in earlier years, and

In Years 9 and 10, s community membe They experience lead community, vocation

Students engage w evaluate, discuss a purpose is aesthetic include various type fiction, non-fiction, themes and issues intertextual referen contemporary med

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessme nt and reporting

Glossary



English P-10 Scope and Sequenc e for teaching in 2024 (DOC)

Professional learning 2

Provisions to the WA curriculum E nglish P-6 Phonics and word knowle dge (DOC) □

ABLEWA English Scope and Sequ

ence 🔼

ABLEWA English Scope and Sequence (PDF) 2

EAL/D English Pre-primary to Year 10 2

Filters



Show/Hide Curriculum

- ▼ Year level descriptors
- **Content Descriptions**
- Achievements Standards
- □ Icons

unpredictable plot spurposes. These texsignificance, interporeal-world and fiction texts represent a sycredible/verifiable sare more complex a contents, indexes a sentences with embors and to the contents of grant to the

readers are drawn t

Students create a r including narratives analyses, transform

Year Levels



Strands

- □ Select All
- **□** Literacy
- **□** Literature
- **□** Language

General Capabilities

Language

LANGUAGE VARIATION CHANGE

Understand that
Standard Australiar
English is a living
language within wh
the creation and los
words and the evolution

- Select All
- **□** Literacy
- **□** Numeracy
- □ Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- **□** Ethical understanding
- **□** Intercultural understanding

(ACELA1550)

■ Literacy

LANGUAGE FOR INTERA

Understand that rol and relationships and developed and challenged through language and interpersonal skills (ACELA1551)

- Literacy
- Personal and socia capability

Investigate how
evaluation can be
expressed directly a
indirectly using dev
for example allusion
evocative vocabula
and metaphor
(ACELA1552)

■ Literacy

Critical and creative thinking

TEXT STRUCTURE AND ORGANISATION

Understand that au innovate with text structures and lang for specific purpose effects (ACELA1553

■ Literacy

Compare and contr the use of cohesive devices in texts, for on how they serve signpost ideas, to n connections and to semantic associatic between ideas (ACELA1770)

■ Literacy

Critical and creative thinking

Understand how punctuation is used along with layout alfont variations in constructing texts fulfiferent audiences.

purposes (ACELA15

■ Literacy

EXPRESSING AND DEVELOPING IDEAS

Explain how author creatively use the structures of senter and clauses for par effects (ACELA1557)

■ Literacy

Critical and creative thinking

Understand how ce abstract nouns can used to summarise preceding or subsestretches of text (ACELA1559)

■ Literacy

Analyse and explain use of symbols, icoland myth in still an moving images and these augment mea

(ACELA1560)

■ Literacy

© Critical and creative thinking

Identify how vocable choices contributed specificity, abstract and stylistic effectiveness (ACELA1561)

■ Literacy

Critical and creative thinking

Understand how sp is used creatively ir texts for particular effects, for example characterisation an humour and to repraccents and styles speech (ACELA1562)

■ Literacy

Year 9 Achieven

Handwriting behavi the writing assessn Handwriting Contin monitoring of stude Handwriting Contin of this website. Tea

Reading and Viev

At Standard, studer effect. They analyse features work to crefrom texts to form tanalyse and explain audience.

Writing and Crea

Students understar levels of meaning. responses to texts demonstrate how n texts. Students creatideas from other te contribute to the prand punctuation.

Speaking and Lis

Students listen for variety of language understand how int the responses of ot language features at that respond to issumake presentations comparing and eva

The English curriculum is built around the three interrelated str programs should balance and integrate all three strands. Toget understanding and skills in listening, reading, viewing, speaking skills and processes developed in earlier years, and teachers w

In Years 9 and 10, students interact with peers, teachers, indiviand online/virtual environments. They experience learning in favocational and global contexts.

Students engage with a variety of texts for enjoyment. They int literary texts in which the primary purpose is aesthetic, as well types of media texts, including newspapers, film and digital tex multimodal texts, with themes and issues involving levels of ab Students develop a critical understanding of the contemporary

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the con and contemporary world literature, including texts from and ab

Literary texts that support and extend students in Years 9 and involve complex, challenging and unpredictable plot sequences texts explore themes of human experience and cultural signific dilemmas within real-world and fictional settings and represent synthesis of technical and abstract information (from credible/v structures are more complex and include chapters, headings ar Language features include successive complex sentences with vocabulary, figurative and rhetorical language, and dense infor visual form.

Students create a range of imaginative, informative and persua performances, reports, discussions, literary analyses, transform

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